External Review Team Process

Office of Federal and State Accountability
Division of Accountability

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
Revised for School Year 2008-09
Revisions Included

School: Whale Branch Middle School **District: Beaufort County**

Principal: Mrs. Mona Lise Dickson **Superintendent: Dr. Valerie Truesdale**

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Summary of demographic information from 2007 School Report Card:
Whale Branch Middle School, located in the low country area of SC, currently serves 374 students in grades 6th, 7th and 8th. There are 30 qualified teachers, 50% of whom hold advanced degrees on staff. Data from the 2007 School Report Card indicates that at the time of testing we served 374 students, 85% of the population was African American, 12% white, 2% Hispanic and 03% Asian Pacific . Of this population 14.1% had a disability, and 81 % were eligible for free and/or reduced meals. WBMS failed to meet performance objectives in the areas of English/Language Arts and Mathematics for the subgroups of African American and those qualifying for subsidized meals.

Addendum:

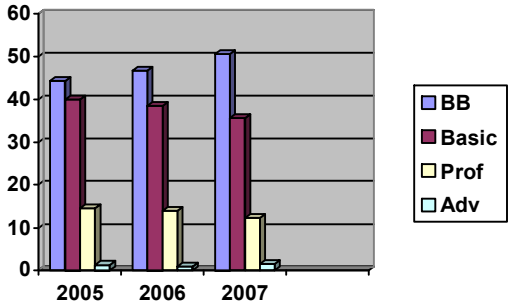
Due to the change of leadership (principal and assistant principal) and the grade configuration (5th through 8th) of the school, some of the goals and strategies have been altered to reflect the new leadership team vision for school improvement at Whale Branch Middle. The following goals have been revised as follows:
1. Student Achievement Goal 1 has been change from ELA to Reading. The data indicated that the ELA subscore in Reading was the area in most need of improvement.
2. The master schedule for the school was changed to implement an A/B scheduling strategy for the related arts courses. By making the change, students will be exposed to a variety of enrichment courses through the Related Arts Program, including Reading, Science Labs, and computer-assisted acceleration and remediation classes.
3. A new program, Science Technology Engineering and Math (STEM) serves our new 5th and 6th grade students. The STEM program's primary goal is to engage participants in stimulating coursework that will develop their curiosity and understanding about math and science.
4. A school wide plan to effectively incorporate technology into core and related arts courses is supported by professional development, instructional technology coach, and new software and hardware packages. The technology plan incorporates Promethean Boards, graphing calculators, Rubicon Atlas curriculum mapping software, Success Maker, and other researched based software programs. Our goal is that the use of technology in teaching be based on sound pedagogical reasoning and objectives.
5. After-school remediation program will be provided for students scoring below basic on PACT. The purpose of this program is to remediate students and improve academics throughout the school year.
6. The absolute rating for the school improved from 2.32955 in 2007 to 2.4447 in 2008

Three years of data in chart format with brief explanation of data:

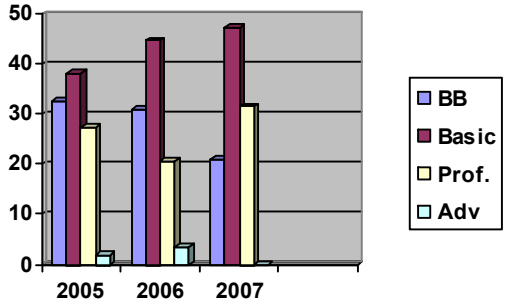
The following data in chart form shows three years of test data and other data pertinent to Whale Branch Middle School:

ELA PACT PERFROMANCE OVER TIME

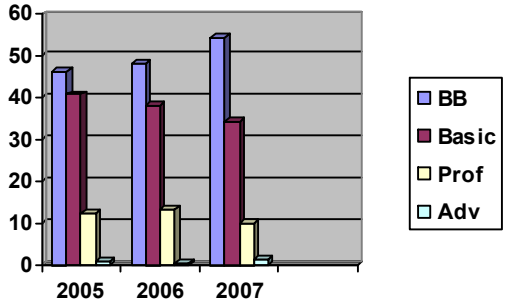
	All students 2005	All students 2006	All students 2007	White 2005	White 2006	White 2007	African American 2005	African American 2006	African American 2007	Hispanic and Asia P 2005,06,07
Below Basic	44.2	46.7	50.6	32.7	31.0	21.1	46.4	48.3	54.4	I/S
Basic	40.0	38.5	35.6	38.2	44.8	47.4	40.8	38.1	34.5	I/S
Proficient	14.5	13.9	12.3	27.3	20.7	31.6	12.1	13.3	9.8	I/S
Advanced	1.3	0.9	1.5	1.8	3.4	0.0	0.6	0.3	1.4	I/S



All Students ELA PACT



White Students ELA PACT

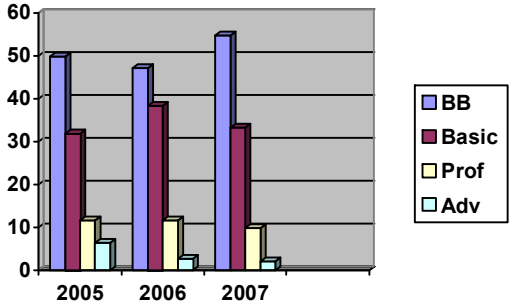


African American Students ELA PACT

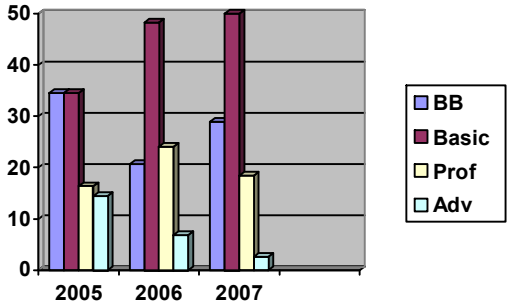
In ELA, Report Card data indicates that white students showed steady improvement of the past three years, while scores for African American students fluctuated. All students' scores have remained within the same range in Proficient and Advanced over the last three years. More African American students scored in the Advanced range, than did white students last year. The data does indicate that over time students are not improving their scores at a significant rate and over the past three years WBMS has not met state ELA performance objectives.

MATH PACT PERFORMANCE OVER TIME

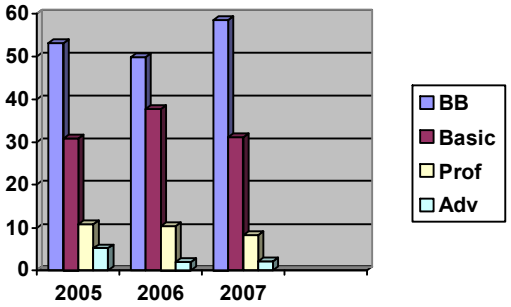
	All students 2005	All students 2006	All students 2007	White 2005	White 2006	White 2007	African American 2005	African American 2006	African American 2007	Hispanic and Asia P 2005,06,07
Below Basic	49.9	47.1	54.8	34.5	20.7	28.9	53.1	49.8	58.5	I/S
Basic	31.9	38.4	33.3	34.5	48.3	50.0	30.9	37.7	31.1	I/S
Proficient	11.7	11.7	9.8	16.4	24.1	18.4	10.8	10.4	8.3	I/S
Advanced	6.5	2.7	2.1	14.5	6.9	2.6	5.2	2.0	2.1	I/S



All Students Math PACT



White Students Math PACT

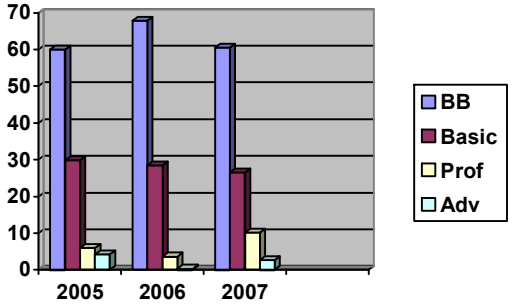


African American Students Math PACT

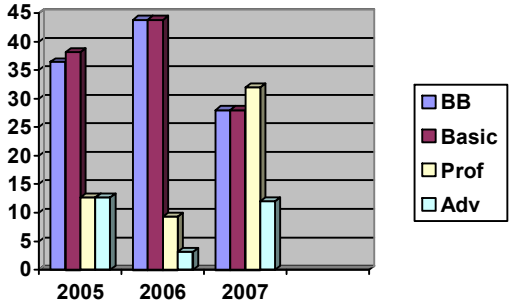
In the area of Mathematics, Report Card data shows that the number of students testing at Below Basic levels has fluctuated in all ethnic groups. The data does indicate that over time students are not improving their scores at a significant rate and over the past three years WBMS has not met state math performance objectives.

SCIENCE PACT PERFORMANCE OVER TIME

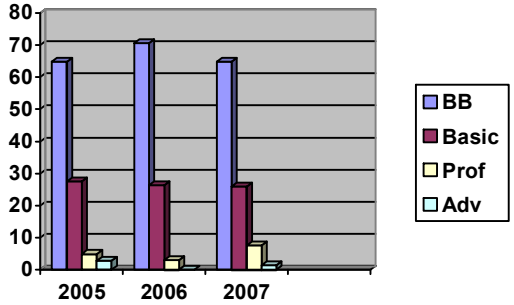
	All students 2005	All students 2006	All Students 2007	White 2005	White 2006	White 2007	African American 2005	African American 2006	African American 2007	Hispanic and Asia P 2005,06,07
Below Basic	60.1	67.8	60.6	36.4	43.8	28.0	64.8	70.6	64.8	I/S
Basic	29.8	28.4	26.5	38.2	43.8	28.0	27.5	26.3	26.0	I/S
Proficient	6.0	3.6	10.2	12.7	9.4	32.0	4.9	3.1	7.7	I/S
Advanced	4.2	0.3	2.7	12.7	3.1	12.0	2.8	0.0	1.5	I/S



All Students Science PACT



White Students Science PACT



African American Students Science PACT

In the area of Science, Report Card data shows that scores declined from 2005 to 2006, but improved significantly in 2007. For 2007 more students moved from the Basic to Proficient level than in the past years. The data does indicate that over time students are not improving their scores at a significant rate and over the past three years WBMS has not met state science performance objectives.

Summary of process used to develop the FSRP and the persons involved:

All of the staff members at our school had the opportunity to contribute to the development of this plan. The core team of plan designers included: Mr. Payne – Principal, Ms. Melissa Peeples- Assistant. Principal, Ms. Melissa McFeely, Teacher/ELA Coach, Ms. Shores-Dunn – Teacher/Data Coach, Ms. Connie Singleton-Murphy Teacher/TAP Coach, Ms. Karen Warren-Pope Teacher, Ms. Ida White, Reading Coach, Ms. Emily Morton, Teacher, Mr. Lonnie Elliott –Guidance Counselor, Dr. Melissa Sheppard-Academic Improvement Officer.

At the end of January, the School Principal, Assistant Principal, the District Academic Improvement Officer, and several Classroom Teachers met with the ERTL to review data, achievement outcomes and to design the plan of action included herein. In February the faculty members met each Wednesday of the month and were asked to review data regarding their progress with the students in the core subject areas. MAP scores and formative assessments were used to identify the areas of weaknesses and to pinpoint instructional trends that were both weak and strong. From this data the FSRP evolved including the strategies that would be used to work with the students and the identified areas of weakness in the core subject areas.

In mid-February, teachers at each grade level were asked for feedback on the draft plan at their grade level meetings. They were also asked to provide any further input to the plan. On March 4th, the ERTL and the Principal met with the Academic Improvement Officer to share the draft FRSRP goals and worked together to develop the district/administrative goals and to implement final revisions. On March 10th the Assistant Principal and the Data Coach shared the final draft of the plan, explained the timeline for the final review and answered questions regarding the goals and the strategies with all faculty members. Faculty members made suggestions and final edits were made to the plan.

Narrative of how selected goals will enable the school to meet expected progress:

By April 1, 2009, 20% of the 5th, 6th, 7th and 8th grade students will increase their MAP Reading performance to the next performance level as predicted by the Fall 2008 to Winter 2009 MAP Test.
Focused Student Achievement Goal 1:
The master schedule will include an additional enrichment period for reading during related arts time for 5th, 6th, 7th and 8th grade targeted students. Use assessment data to re-direct instructional plans. Compile a roster of students who will participate in CAI using SuccessMaker identifying students in score range of 213 and below on ELA MAP. Provide lists to ELA, homeroom teachers, after-school and before school teachers. Provide goal setting sheets to each student through the ELA teacher so students may monitor their own progress and achievement goals. Technology Integrationist and Data Coach obtain monthly reports on each student, to share with teachers, for progress monitoring and analysis for instructional re-direction. Classroom observations by the ELA Coaches, Master Teachers and Administrators will assist in the monitoring of use of program in classrooms.

By April 1, 2009, 20% of the 5th, 6th, 7th and 8th grade students will increase their MAP Math performance to the next performance level as predicted by the Fall 2008 to Winter 2009 MAP Test.
Focused Student Achievement Goal 2:
The schedule will include an after-school remediation program in Math for 5th, 6th, 7th and 8th grade targeted students. Roster of students will be compiled for students scoring at or below 211-228 on MAP Math for after-school remediation scheduling. Roster of students scoring 230-240 on Math MAP for advanced placement scheduling. NWEA student reports will be used to measure progress in Math from Spring 08 and Fall 08 to Winter 09. Compile a roster of students who will participate in CAI using SuccessMaker identifying students in score range of 228 and below on Math MAP. Provide goal setting sheets to each student through the Math teacher so students may monitor their own progress and achievement goals. Technology Integrationist and Data Coach obtain monthly reports on each student, to share with teachers, for progress monitoring and analysis for instructional re-direction. Monitor program implementation through grade level weekly meetings – agenda, and through weekly data team meetings –agenda. Technology Integrationist and Data Coach obtain monthly reports on each student, to share with teachers, for progress monitoring and analysis for instructional re-direction.

By April 1, 2009, 15% of the 5th, 6th, 7th and 8th grade students will increase their MAP Science performance to the next performance level as predicted by the Fall 2008 to Winter 2009 MAP Test.
Focused Student Achievement Goal 3:
The schedule will include an after-school remediation program in Math for 5th, 6th, 7th and 8th grade targeted students. Roster of students will be compiled for students scoring at or below 200-203 on MAP Science for after-school scheduling Use assessment data to re-direct instructional plans NWEA student reports will be used to measure progress in Science from Spring 08 and Fall 08 to Winter 09. Provide lists to Science, homeroom teachers, after-school and before school teachers. Provide goal setting sheets to each student through the Science teacher so students may monitor their own progress and achievement goals. Teachers use SDE science standards extensions links to complement standards lessons. Technology Integrationist and Data Coach obtain monthly reports on each student, to share with teachers, for progress monitoring and analysis for instructional re-direction.

Provide instructional leadership to ensure that by April 1, 2009, 20% of the 5th,6th, 7th and 8th grade students will increase their MAP Reading performance to the next performance level as predicted by the Fall 2008 to Winter 2009 MAP Test. Focused Instructional Leadership Goal 1:

Provide training in designing and using varied quality assessments for measuring student achievement. Conduct ongoing training throughout the year in using and integrating technology to enhance instruction. Review and analyze data with teachers through using Testview and NWEA/MAP. Provide quality staff development for teachers to improve instruction.

Provide instructional leadership to ensure that by April 1, 2009, 20% of the 6th, 7th and 8th grade students will increase their MAP Math performance to the next performance level as predicted by the Fall 2008 to Winter 2009 MAP Test. Focused Instructional Leadership Goal 2:

Review Data notebook with teachers to improve and drive instruction. Provide data-informed information to teachers and make data-driven decisions. Conduct ongoing training throughout the year in using and integrating technology to enhance instruction. Review and analyze data with teachers through using Testview and NWEA/MAP. Provide quality staff development for teachers to improve instruction. Conduct book and article discussions on moving a school from unsatisfactory to great while using best practices.

Provide support and training to the school staff and the instructional leadership that will ensure by April 1, 2009, 20% of the 5th, 6th, 7th and 8th grade students will increase their MAP Reading performance to the next performance level as predicted by the Fall 2008 to Winter 2009 MAP Test

Focused District Administrator Instructional Leadership Goal 1:

The district coordinators and the Academic Improvement Officer will work with the teachers and administrators at Whale Branch Middle school to provide Professional Development and training in the use of MAP/Descartes.The district's Professional Development Electronic Management System (MLP –My Learning Plan) will be used to access the records of teacher training by district and on-site coaches in Reading, and a review of the teacher lesson plans will be completed to ensure that the skills from NWEA are being included in the Reading lesson plans, along with a check on the access teachers are making to the Descartes reports of student skill needs.

Provide support and training to the school staff and the instructional leadership that will ensure by April 1, 2009, 20% of the 5th, 6th, 7th and 8th grade students will increase their MAP Math performance to the next performance level as predicted by the Fall 2008 to Winter 2009 MAP Test.

Focused District Administrator Instructional Leadership Goal 2:

The district coordinators and the Academic Improvement Officer will work with the teachers and administrators at Whale Branch Middle school to provide Professional Development and training in the use of MAP/Descartes. The district's Professional Development Electronic Management System (MLP –My Learning Plan) will be used to access the records of teacher training by district and on-site coaches, in Math, and a review of the teacher lesson plans will be completed to ensure that the skills from NWEA are being included in the Math lesson plans, along with a check on the access teachers are making to the Descartes reports of student skill needs. The District Academic Improvement Officer will assist with the placement of a school-based Math/Science coach and a Technology Integrationist to ensure that the teachers receive on-site support and assistance in the teaching of math and science and to support the integration of technology into daily lessons. Teacher lesson plans will be reviewed with the principal in order to ensure that effective practices are reflected in daily lesson plans

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

June 2008:

- Complete master Schedule to include enrichment ELA periods, single gender classes, opt out classes, common planning time for teams, honors students.
- Outline professional development schedule with School Leadership and District subject area curriculum specialists.
- Meet with subject area curriculum specialists to identify effective practices focus and observation template.
- Review Spring MAP data and compile lists of students by RIT scores in ELA, Math and Science.
- Compile lists of students who will be using CAI SuccessMaker.
- Identify software and materials to be used in enrichment groups.
- Share goal setting sheets and print out student reports from MAP for all teachers.
- Purchase vocabulary program and coordinate with sister elementary school.
- Plan pre-school staff development days – mail schedules to teachers.

July 2008:

- Pre-school staff development days (2) -Train teachers in new vocabulary program, determine enrichment grouping rosters for SuccessMaker and added ELA, Math, Science classes.
- Department Chairs: Schedule Data Team meetings, and grade level collaborative meetings.
- Assistant Principal and Coaches schedule weekly, on-site training sessions for using MAP, Testview, Accelerated Math, SuccessMaker software.
- Explain school-wide writing assessment schedule (August, February, April). Share rubric, sample prompts and exemplars, writing samples.
- Instructional team meeting outlining responsibilities of the Math/Science, Instructional Technology and ELA Coaches

August 2008:

- Conduct first writing assessment/prompt.
- Introduce book study books and or selected articles.
- Conduct: weekly data team meeting, weekly grade level meetings, weekly data training sessions.
- District ELA curriculum specialist and AIO conduct training for school based ELA, Math/Science and Data coaches. Sample assessment tools, lesson plans and exemplars, differentiated instructional strategies, NWEA report review and hands on teaching practices, shared with coaches for distribution/use with teachers.
- District subject area curriculum specialists and school leadership groups meet to review data and determine specific areas of content area weakness and to plan instructional practices.
- Fall MAP Testing.
- After-School Program begins.
- Individual teachers' data meetings.
- Data Team meetings.
- Hire/place a Math/Science Coach and a Technology Integrationist
- Walk-through observations-Administration

September 2008:

- Distribution of first article and or book for faculty study.
- Walk-through observations – District subject area curriculum specialists and administration.
- Monitoring of strategies- based on meetings between data teams and District subject area curriculum specialists and monitoring of differentiated instruction hands-on teaching practices, assessment tool usage.
- Data team meetings.
- Grade level meetings.
- Data training sessions –MAP, TestView, SuccessMaker and Accelerated Math.
- Monitor enrichment period classes and use of vocabulary program.
- Monitor After-school remediation program
- Data Coach and Tech Integrationist pull monthly student data reports for analysis.
- Monthly leadership training and review of lesson plans and access to Descartes– AIO and Administrators and coaches.

October 2008:

- Article and or Book Study discussion.
- Walk-through observations – District subject area curriculum specialists and administration
- Monitoring of strategies- based on meetings between data teams and District subject area curriculum specialists and monitoring of differentiated instruction hands-on teaching practices, assessment tool usage.
- Data team meetings.
- Grade level meetings.
- Data training sessions –MAP, TestView, SuccessMaker and Accelerated Math.
- Monitor enrichment period classes and use of vocabulary program.
- Monitor After-school remediation program
- Data Coach and Tech Integrationist pull monthly student data reports for analysis.
- Monthly leadership training and review of lesson plans and access to Descartes– AIO and Administrators and coaches.

November 2008:

- Article and or Book Study discussion.
- Walk-through observations – District subject area curriculum specialists and administration.
- Monitoring of strategies- based on meetings between data teams and District subject area curriculum specialists and monitoring of differentiated instruction hands-on teaching practices, assessment tool usage.
- Data team meetings.
- Grade level meetings.
- Data training sessions –MAP, TestView, SuccessMaker and Accelerated Math.
- Monitor enrichment period classes and use of vocabulary program.
- Monitor After-school remediation program
- Data Coach and Tech Integrationist pull monthly student data reports for analysis.
- Monthly leadership training and review of lesson plans and access to Descartes– AIO and Administrators and coaches.

December 2008:

- Map Testing.
- Article and or final book study discussion.
- Walk-through observations – District subject area curriculum specialists and administration.
- Monitoring of strategies- based on meetings between data teams and District subject area curriculum specialists and monitoring of differentiated instruction hands-on teaching practices, assessment tool usage.
- Data team meetings.
- Grade level meetings.
- Data training sessions –MAP, TestView, SuccessMaker and Accelerated Math.
- Monitor enrichment period classes and use of vocabulary program.
- Monitor After-school remediation program
- Data Coach and Tech Integrationist pull monthly student data reports for analysis.
- Monthly leadership training and review of lesson plans and access to Descartes– AIO and Administrators and coaches.

January 2009:

- Article and or book for faculty study.
- Walk-through observations – District subject area curriculum specialists and administration.
- Monitoring of strategies- based on meetings between data teams and District subject area curriculum specialists and monitoring of differentiated instruction hands-on teaching practices, assessment tool usage.
- Data team meetings.
- Grade level meetings.
- Data training sessions –MAP, TestView, SuccessMaker and Accelerated Math.
- Monitor enrichment period classes and use of vocabulary program.
- Monitor After-school remediation program
- Data Coach and Tech Integrationist pull monthly student data reports for analysis.
- Monthly leadership training and review of lesson plans and access to Descartes– AIO and Administrators and coaches.

February 2009:

- MAP Testing.
- Conduct second writing assessment/prompt.
- Article and or Book Study discussion.
- Walk-through observations – District subject area curriculum specialists and administration.
- Monitoring of strategies- based on meetings between data teams and District subject area curriculum specialists and monitoring of differentiated instruction hands-on teaching practices, assessment tool usage.
- Data team meetings.
- Grade level meetings.
- Data training sessions –MAP, TestView, SuccessMaker and Accelerated Math.
- Monitor enrichment period classes and use of vocabulary program.
- Monitor After-school remediation program
- Data Coach and Tech Integrationist pull monthly student data reports for analysis.
- Monthly leadership training and review of lesson plans and access to Descartes– AIO and Administrators and coaches.

March 2009:

- Article and or Book Study discussion.
- Walk-through observations – District subject area curriculum specialists and administration.
- Monitoring of strategies- based on meetings between data teams and District subject area curriculum specialists and monitoring of differentiated instruction hands-on teaching practices, assessment tool usage.
- Data team meetings.
- Grade level meetings.
- Data training sessions –MAP, TestView, SuccessMaker and Accelerated Math.
- Monitor enrichment period classes and use of vocabulary program.
- Monitor After-school remediation program
- Data Coach and Tech Integrationist pull monthly student data reports for analysis
- Monthly leadership training and review of lesson plans and access to Descartes– AIO and Administrators and coaches.

April 2009:

- Conduct third writing assessment/prompt
- Article and or Book Study discussion
- Walk-through observations – District subject area curriculum specialists and administration
- Monitoring of strategies- based on meetings between data teams and District subject area curriculum specialists and monitoring of differentiated instruction hands-on teaching practices, assessment tool usage.
- Data team meetings
- Grade level meetings
- Data training sessions –MAP, TestView, SuccessMaker and Accelerated Math
- Monitor enrichment period classes and use of vocabulary program
- Monitor After-school remediation program
- Data Coach and Tech Integrationist pull monthly student data reports for analysis
- Monthly leadership training and review of lesson plans and access to Descartes– AIO and Administrators and coaches.

May 2009:

- PACT Testing.
- Article and or faculty book study.
- Walk-through observations – District subject area curriculum specialists and administration.
- Monitoring of strategies- based on meetings between data teams and District subject area curriculum specialists and monitoring of differentiated instruction hands-on teaching practices, assessment tool usage.
- Data team meetings.
- Grade level meetings.
- Data training sessions –MAP, TestView, SuccessMaker and Accelerated Math.
- Monitor enrichment period classes and use of vocabulary program.
- Monitor After-school remediation program
- Data Coach and Tech Integrationist pull monthly student data reports for analysis.
- Monthly leadership training and review of lesson plans and access to Descartes– AIO and Administrators and coaches.

June 2009:

- Collect and analyze all student data reports from testing and:
  - CAI – ELA and Math
  - Teacher surveys and feedback forms
  - Monitoring reports
  - Observation feedback

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 1:

By April 1, 2009, 20% of the 5th, 6th, 7th and 8th grade students will increase their MAP Reading performance to the next performance level as predicted by the Fall 2008 to Winter 2009 MAP Test.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Provide students identified as below basic a reading enrichment course on an A/B day schedule.	Mona Lise Dickson, Principal Joyce Shore-Dunn, Instructional and Technology Coach Ida White, ELA Coach	7/08	• The master schedule will include a related arts A/B day schedule for 5th, 6th, 7th and 8th grade targeted students. The class will provide time to assist and support to targeted students in Reading. Mona Dickson • Roster of students will be compiled for students scoring at or below 208-213 on MAP ELA for enrichment scheduling. Roster of students scoring 220-230 on ELA MAP for accelerated placement. The roster will be the means of communicating the targeted students to teachers. Joyce Shore-Dunn • Identify specific standards, skills, assessments, software and materials to be used in enrichment groups. The school will use researched based programs and instructional tools to assist targeted students. Ida White and Melissa McFeely • Use assessment data to re-direct instructional plans. The assessment data will be used to measure the progress of students. Ida White and Melissa McFeely • NWEA student reports will be used to measure progress in ELA from Spring 08 and Fall 08 to Winter 09. The NWEA reports will be used to measure the progress and identify the areas of strength and weaknesses for instructional planning. Joyce Shore-Dunn and Karren Warren Pope
Provide computer assisted ELA instruction for targeted	Mona Dickson,	7/08	• Compile a roster of students who will participate in CAI

students (scoring Below Basic I,II and Basic)	Principal Dr. Juanita Murrell, Assistant Principal Melissa McFeely, ELA Coach, Joyce Dunn, Data Coach, Connie Singleton-Murphy, Instructional Technology Coach		using SuccessMaker identifying students in score range of 213 and below on ELA MAP. The roster will identify the specific students to be targeted for assistance with the computer assisted instruction. Joyce Dunn • Provide lists to ELA, homeroom teachers, after-school and before school teachers. The list will help the teacher keep track of student progress. Dr. Juanita Murrell • Provide goal setting sheets to each student through the ELA teacher so students may monitor their own progress and achievement goals. Goal setting sheets will provide students with information regarding their expected progress. Melissa McFeely • Tech Integrationist and Data Coach obtain monthly reports on each student, to share with teachers, for progress monitoring and analysis for instructional re-direction. The program reports will assist teachers, administrators, and the SLT with monitoring the progress of the students. Connie Singleton-Murphy
Implement a structured Vocabulary program for all students.	Mona Dickson, Principal, Dr. Juanita Murrell, Assistant Principal, Melissa McFeely, ELA Coach	7/08	• Identify and purchase a vocabulary program that will engage and extend student vocabulary (work with the elementary school for a K-8 selection. The vocabulary program will help extend the student vocabulary. Melissa McFeely • Train teachers in program use, monitor implementation through grade level weekly meetings – agenda, and through weekly data team meetings –agenda. The training of teachers will help drive instruction by using data property. Melissa McFeely • Classroom observations by the ELA Coaches, Master Teachers and administrators will assist in the monitoring of use of program in classrooms. The classroom observations will allow the principal to document classroom utilization of the program. Melissa McFeely
Provide single gender classes for 6^{th} and 7^{th} grade students – using research specific practices	Dr. Juanita Murrell Assistant Principal, Lonnie Elliott, Guidance Classroom	7/08	• Schedule students in core classes – single gender. The use if single gender classes will help to improve student learning and focus. Dr. Juanita Murrell • Provide opt-out class for parents/students. The opt-out class gives the student / parent options on instruction. Dr. Juanita Murrell
Literacy Coach will demonstrate various literacy teaching strategies within the ELA classroom.	Ida White, Melissa McFeely ELA Coaches	8/08	• Copy of demonstration lesson plans and schedule of grade level demonstration lesson visits. Training and classroom monitoring of the program will insure proper implementation of the strategies. Ida White and Melissa McFeely

Student achievement will be monitored and analyzed as teachers begin using the literacy strategies in their class rooms	Mona Dickson, Principal, Dr. Juanita Murrell, Assistant Principal, Melissa McFeely	8/08	• Interim and quarterly student grading analysis reports. The grade analysis reports will allow the principal to monitor student performance to adjust intervention strategies. Mona Dickson

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 2:

By April 1, 2009, 20% of the 5th, 6th, 7th and 8th grade students will increase their MAP Math performance to the next performance level as predicted by the Fall 2008 to Winter 2009 MAP Test.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Schedule students by MAP Math RIT score and support student individual needs.	Mona Lise Dickson, Principal Joyce Shore-Dunn, Instructional and Technology Coach Connie Singleton-Murphy, Math/Science Coach	7/08	• The master schedule will include a related arts A/B day schedule for 5th, 6th, 7th and 8th grade targeted students. The class will provide time for remediation, enrichment, and support to targeted students in Math. Mona Dickson • Roster of students will be compiled for students scoring at or below 211-228 on MAP Math for enrichment and remediation scheduling. Roster of students scoring 230-240 on Math MAP for advanced placement. Joyce Shore-Dunn • Identify specific standards, skills, assessments, software and materials to be used groups. Math Coach Joyce Shore-Dunn • Use assessment data to re-direct instructional plans. Joyce Shore-Dunn • NWEA student reports will be used to measure progress in Math from Spring 08 and Fall 08 to Winter 09. Joyce Shore-Dunn
Provide computer assisted Math instruction for targeted students (scoring Below Basic I,II and Basic)	Mona Lise Dickson, Principal Dr. Juanita Murrell, assistant Principal Joyce Shore-Dunn, Instructional and Technology Coach Connie Singleton-Murphy,	7/08	• Compile a roster of students who will participate in CAI using SuccessMaker identifying students in score range of 228 and below on Math MAP. Data Coach • Provide lists to Math, homeroom teachers, after-school and before school teachers. Dr. Juanita Murrell • Provide goal setting sheets to each student through the Math teacher so students may monitor their own progress and achievement goals. Connie Singleton-Murphy

	Math/Science Coach		• Tech Integrationist and Data Coach obtain monthly reports on each student, to share with teachers, for progress monitoring and analysis for instructional re-direction. Connie Singleton-Murphy
All students will use the Accelerated Math Program	Mona Lise Dickson, Principal Dr. Juanita Murrell, assistant Principal Joyce Shore-Dunn, Instructional and Technology Coach Connie Singleton-Murphy, Math/Science Coach	7/08	• Train new Teachers in the use of Accelerated Math Program. The use of Accelerated Math will help students to better understand math concepts. Joyce Shore-Dunn • Monitor program implementation through grade level weekly meetings – agenda, and through weekly data team meetings –agenda. The classroom observations will allow the principal to document classroom utilization of the program. Connie Singleton-Murphy • Classroom observations by the Math Coach, Master Teachers and administrators will assist in the monitoring of use of program in classrooms. Classroom monitoring of the program will insure proper use of program. Connie Singleton-Murphy • Tech Integrationist and Data Coach obtain monthly reports on each student, to share with teachers, for progress monitoring and analysis for instructional re-direction. The use of reports will pinpoint the strengths and weaknesses of the students to assist teachers with instruction. Connie Singleton-Murphy and Joyce Shore-Dunn
Provide single gender classes for 6th and seventh grade students – using research specific practices	Mona Lise Dickson, Principal Dr. Juanita Murrell, assistant Principal	7/08	• Schedule students in core classes – single gender. Mona Dickson • Provide opt-out class provision for parents/students. Mona Dickson
Provide ongoing training in Everyday Math for the 5th and 6th grade teachers.	Mary Ann Rizzi District Math Coordinator Mona Lise Dickson Principal	7/08	• Schedule of training sessions for 5th and 6th grade for Everyday Math teachers. Training will insure proper implementation of the program. Mona Dickson
Math Coach will provide demonstrate various instructional strategies to Math teachers.	Connie Singleton-Murphy Math Coach	7/08	• Copy of demonstration lesson plans and schedule of grade level demonstration lessons. Training and classroom monitoring of the program will insure proper implementation of the strategies. Connie Singleton-Murphy
Student achievement will be monitored and analyzed as teachers begin using best practices math strategies in their class rooms	Mona Dickson, Principal, Dr. Juanita Murrell, Assistant Principal,	8/08	• Interim and quarterly student grading analysis reports. The grade analysis reports will allow the principal to monitor student performance to adjust intervention strategies. Mona Dickson

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 3:

By April 1, 2009, 15% of the 5th, 6th, 7th and 8th grade students will increase their MAP Science performance to the next performance level as predicted by the Fall 2008 to Winter 2009 MAP Test.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Implement a science lab course in the after-school program schedule to focus on Science skills for targeted students.	Mona Dickson, Principal Dr. Juanita Murrell, Assistant Principal , Joyce Dunn, Data Coach Connie Singleton-Murphy, Science Coach.	7/08	• The master schedule will include a related arts A/B day schedule for 5th, 6th, 7th and 8th grade targeted students. Mona Dickson • Roster of students will be compiled for students scoring at or below 200-203 on MAP Science for enrichment and remediation after-school scheduling. Mona Dickson • Identify specific standards, skills, assessments, software and materials to be used in groups. Connie Singleton-Murphy • Use assessment data to re-direct instructional plans. Connie Singleton-Murphy • NWEA student reports will be used to measure progress in Science from Spring 08 and Fall 08 to Winter 09. Joyce Dunn
Provide computer assisted Science instruction for targeted students (scoring Below Basic I,II and Basic)	Mona Dickson, Principal Dr. Juanita Murrell, Assistant Principal , Joyce Dunn, Data Coach Connie Singleton, Science Coach.	7/08	• Compile a roster of students who will participate in CAI to use Science Tutorial Discs; identifying students in score range of 200-203 and below on Science MAP. Joyce Dunn • Provide lists to Science, homeroom teachers, after-school and before school teachers. Dr. Juanita Murrell • Provide goal setting sheets to each student through the Science teacher so students may monitor their own progress and achievement goals. Connie Singleton-Murphy • Teachers use SDE science standards extensions links to complement standards lessons. The use of science standards helps teachers align their lessons with instructional standards. Connie Singleton-Murphy

			• Tech Integrationist and Data Coach obtain monthly reports on each student, to share with teachers, for progress monitoring and analysis for instructional re-direction. The program reports will assist teachers, administrators, and the SLT with monitoring the progress of the students. Joyce Dunn
Provide single gender classes for 6th and seventh grade students – using research specific practices	Mona Dickson, Principal Dr. Juanita Murrell, Assistant Principal , Joyce Dunn, Data Coach Connie Singleton, Science Coach	7/08	• Schedule students in core classes – single gender. The use of single gender classes will help to improve student learning and focus. Dr. Juanita Murrell • Provide opt-out class for parents /students. The opt-out class gives the students /parents options on instruction. Dr. Juanita Murrell
Science Coach will demonstrate various teaching strategies within the classrooms.	Connie Singleton-Murphy Math/Science Coach	7/08	• Copy of demonstration lesson plans and schedule of grade level demonstration lesson. Training and classroom monitoring of the program will insure proper implementation of the strategies. Connie Singleton-Murphy
Student achievement will be monitored and analyzed as teachers begin using the strategies in their class rooms at mid-term and quarterly.	Mona Dickson, Principal, Dr. Juanita Murrell, Assistant Principal,	8/08	• Interim and quarterly student grading analysis reports. The grade analysis reports will allow the principal to monitor student performance and adjust intervention strategies. Mona Dickson

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

To provide instructional leadership to ensure by April 1, 2009, 20% of the 5th, 6th, 7th and 8th grade students will increase their MAP Reading performance to the next performance level as predicted by the Fall 2008 to Winter 2009 MAP Test.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Provide training in designing and using varied quality assessments for measuring student achievement	Mona Dickson, Principal, Dr. Juanita Murrell, Assistant Principal Connie Singleton-Murphy Math and Science Coach, Ida White and Melissa McFeely , ELA coaches, Joyce Dunn, Data and Technology Coach	7/08	• Provide sign in sheet for attendance at workshops. The sign in sheets provide documentation of participation in the quality assessment training. Dr. Juanita Murrell • Identify sample assessments from content areas to serve as anchors and exemplars. The sample assessment will assist the principal, department chairs, and the SLT in monitoring the implementation of quality assessments in the classroom. Dr. Juanita Murrell • Monitor through the review of assessments attached to lesson plans and observations in classrooms by principals and coaches. The attached assessments will assist the principal, department chairs, and the SLT in monitoring the implementation of quality assessments in the classroom. Mona Dickson • Administer school-wide writing assessment. The school-wide writing assessments will help identify the strengths and weaknesses of each student. Mona Dickson • Review commercial resources and affiliated assessments using quality assessment rubric. The teachers will be exposed to a variety of quality assessment tools that can be used in the classroom. Mona Dickson
Conduct ongoing training in NWEA/MAP report use, interpretation and analyzing data on targeted group.	Joyce Shore-Dunn Technology Integrationist Mona Lise Dickson Principal	8/08	• Sign in sheets. The sign in sheets will provide documentation of participation. Dr. Juanita Murrell • Sample Reports. The sample reports will be used as guides to assist staff. Dr. Juanita Murrell

Conduct school-wide Writing Assessment	ELA Coach Melissa McFeely and Ida White	8/8 2/8 4/9	• Sample writing prompts for each testing schedule. The sample writing prompts will assist SLT in monitoring the implementation of each test. Melissa McFeely • Data assessments results to the principal. The principal will review the results and give feedback to the SLT. Melissa McFeely • Review of results by the site coaches and ELA department chairs to assist with redirecting instruction. The review of the results will assist site coaches to assist teachers in planning for instruction. Melissa McFeely
Conduct Testview training for all teachers to pull student reports.	Mona Lise Dickson Principal	8/08	• Teachers will have Excel spreadsheets or Testview reports on students they instruct for the 2008-2009 academic year. Review of the data reports will assist teachers in planning instruction and interventions. Mona Dickson
Conduct ongoing training for all teachers on implementing technology within the curriculum.	Mona Lise Dickson Principal Joyce shore-Dunn Instructional Technology Coach	8/08	• Classroom observations once a week. Classroom observation will provide administration first hand information on the ease of teachers and students using technology to support teaching and learning. Mona Dickson • Teachers within their curriculum maps will indicate how and when they plan the use technology in the classroom. Curriculum maps will provide administration a record of how and when technology is used to support teaching and learning across grades levels and content areas. Mona Dickson • Technology coach will perpeare and submit a school-wide technology plan. The plan will guide teachers in the use and integration of technology in the curriculum.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

To provide instructional leadership to ensure by April 1, 2009, 20% of the 5th, 6th, 7th and 8th grade students will increase their MAP Math performance to the next performance level as predicted by the Fall 2008 to Winter 2009 MAP Test.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
NWEA ongoing training in how to use reports to drive instruction – weekly trainings	Technology Integrationist, Joyce Shore Dunn Assistant principal Juanita Murrell	7/08	• Sign in sheets. The sign-in sheets will provide documentation of participation. Dr. Juanita Murrell • Sample reports. The sample reports will assist in planning and instruction. Mona Dickson
Conduct two book studies and or article studies with staff Results Now and Whatever It Takes.	Ida White & Melissa McFeely, ELA Coaches	8/08	• Chapter Summary (small Groups). The chapter summary will assist with teacher collaboration. Ida White and Melissa McFeely
Conduct weekly data team meetings to identify assessments and to drive instruction.	Mona Lise Dickson Principal	8/08	• Data notebook review biweekly. The data notebook will assist teachers in keeping abreast of the data. Mona Dickson • Data collection and assignments on each Monday of the week will be submitted by teachers as a means of communicating student progress in the classroom to Principal Mona Dickson

			• Teachers will submit reflections three times within the year regarding their analysis of the data and how this impacts instruction and strategies used in the classroom Mona Dickson
Conduct Testview training for all teachers.	Mona Lise Dickson Principal	8/08	• Teachers will have Excel spreadsheets or Testview reports on students they instruct for the 2008-2009 academic year. Review of the data reports will assist teachers in planning instruction and interventions. Mona Dickson
Conduct ongoing training for all teachers on implementing technology within the curriculum.	Mona Lise Dickson Principal Joyce shore-Dunn Instructional Technology Coach	8/08	• Classroom observations once a week. Classroom observation will provide administration first hand information on the ease of teachers and students using technology to support teaching and learning. Mona Dickson • Teachers within their curriculum maps will indicate how and when they plan the use technology in the classroom. Curriculum maps will provide administration a record of how and when technology is used to support teaching and learning across grade levels and content areas. Mona Dickson

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1:

Provide support and training to the school staff and the instructional leadership that will ensure by April 1, 2009, 20% of the 5th, 6th, 7th and 8th grade students will increase their MAP Reading performance to the next performance level as predicted by the Fall 2008 to Winter 2009 MAP Test

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
District ELA Coordinator will provide training to school-based ELA coaches and ELA teachers in the area of effective reading practices • Classroom observations once a week. Classroom observation will provide administration first hand information on the ease of teachers and students using technology to support teaching and learning. Mona Dickson Teachers within their curriculum maps will indicate how and when they plan the use technology in the classroom. Curriculum maps will provide administration a record of how and when technology is used to support teaching and learning across grade levels and content areas. Mona Dickson	Melissa Sheppard Academic Improvement Officer Sherry Carroll, ELA Coordinator	8/08	Conduct training for the teachers and ELA coaches at the school on an ongoing basis in order to assist and support the training of teachers. Training will provide the coaches and the staff with information that will support teachers in the use of Reading strategies in the classroom. The use the district's Professional Development Electronic Management System (MLP) will provide evidence of teacher training within the district, and the school. Sherry Carroll • Teachers will indicate within their curriculum maps and their lesson plans the use of Reading MAP/DesCartes skills and grouping which will provide administration and the AIO a record of how and when DesCartes is being accessed and how it is being used to support teaching and learning in the classroom Melissa Sheppard
Arrange professional development through local/state/national workshop and conferences for teaching staff in the effective use of MAP Descartes in Reading	Melissa Sheppard Academic Improvement Officer	August 2008	Conduct training and provide opportunities for teachers to attend local/state/national workshops and conferences. Workshops and training will assist teachers in learning new and effective teaching practices. The use of the District's Professional Development Electronic Management System (MLP) records of teacher training will be accessed to show the training that has taken place. • Teachers will indicate within their maps and their

			lesson plans the use of effective practices which will provide administration and the AIO a view of how the training is being used by teachers to impact instruction.
Assist with MAP/ DesCartes school level staff development in accessing and implementing student Reading data for guiding instruction .	Melissa Sheppard Academic Improvement Officer	August 2008	Teachers will use the MAP/Descartes training to support their grouping and instruction of students. A review of the • NWEA electronic log of teacher access to Descartes Reading Reports will provide evidence to the administration and to the AIO that data is being accessed and used by teachers to drive instruction.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

Provide support and training to the school staff and the instructional leadership to ensure that by April 1, 2009, 20% of the 5th, 6th, 7th and 8th grade students will increase their MAP Math performance to the next performance level as predicted by the Fall 2008 to Winter 2009 MAP Test.

The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Arrange professional development through local/state/national workshop and conferences for teaching staff in the effective use of MAP Descartes in Math.	Melissa Sheppard Academic Improvement Officer and Marianne Rizzi District Math Coordiantor	August 2008	Conduct training for the teachers and Math coach at the school on an ongoing basis in order to assist and support the training of teachers. Training will provide the coaches and the staff with information that will support teachers in the use of Math strategies in the classroom. Marianne Rizzi. The use the district's Professional Development Electronic Management System (MLP) will provide evidence of teacher training within the district, and the school. Marianne Rizzi • Teachers will indicate within their curriculum maps and their lesson plans the use of Math MAP/DesCartes skills and grouping which will provide administration and the AIO a record of how and when DesCartes is being accessed and how it is being used to support teaching and learning in the classroom Melissa Sheppard
Assist with MAP/ Descartes school level staff development in accessing and implementing Math student data for guiding instruction .	Melissa Sheppard Academic Improvement Officer	August 2008	Conduct training and provide opportunities for teachers to attend local/state/national workshops and conferences in Math. Workshops and training will assist teachers in learning new and effective teaching practices in the area of Mathematics. The use of the District's Professional Development Electronic Management System (MLP) records of teacher training will be accessed

			to show the training that has taken place. • Teachers will indicate within their maps and their lesson plans the use of effective practices in Math and the access to MAP/Descartes math which will provide administration and the AIO a view of how the training is being used by teachers to impact instruction.
Assist with classroom observation of implementation of the Focused School Renewal Plan	Melissa Sheppard Academic Improvement Officer	August 2008	Classroom observations will be conducted by the AIO on a monthly basis. Classroom observations will provide administration and the AIO with first hand information on the eases of teachers and students in implementing the FSRP goals. The AIO will meet monthly with school leadership team to identify completed and implementing strategies by reviewing: • Professional development agendas – log ins to My Learning Plan, the electronic professional development management system • Review teacher lesson plans, classroom observation documentation collected by the coaches, the Principal and the AIO . Access to the NWEA report site and the My Learning Plan system reports will provide additional feedback that the focused student achievement goals and leadership goals are being implemented on an ongoing basis. Melissa Sheppard
Provide a Math/Science Coach to support teachers and to assist with the planning of instruction in the area of mathematics.	(Superintendent/ Budget) Melissa Sheppard Academic Improvement Officer	August 2008	Providing a math/science coach to the school will give daily support to teachers in planning and delivering math and science instruction in the classroom. The placement of a coach and the review of teacher lesson plans, along with the principal and leadership team, will provide a record of how planned instruction in the area of mathematics is being incorporated in teaching and learning across the grade levels. Melissa Sheppard
Provide a technology integrationist to assist with integrating technology into the curriculum	(Superintendent/ Budget) Melissa Sheppard Academic Improvement Officer	August 2008	Providing a math/science coach to the school will give daily support to teachers in planning the integration of technology into the classroom across the subject areas. The placement of a coach and the review of teacher lesson plans, along with the principal and leadership team, will provide a record of how technology is being incorporated in teaching and learning across the curriculum. Melissa Sheppard

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of <u>each</u> program or initiative that is included in the FSRP.
Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

A/B Schedule: Configuration of scheduling so that classes are offered every other day for a 60 minute period.

Academic Improvement Officer (AIO) – individual assigned to each cluster of schools (approximately 9 to 10 per cluster) to assist in the oversight and support of academic programming and professional development in each school. Serves as liaison with the curriculum specialists in the Department of Instructional Services and provides resources and support to school administrators.

Accelerated Math Program-Math Software designed to assist and support students in mathematics skills. Program identifies student weaknesses, based on assessment and compiles an individualized program for each user.

After-school Program – Classes that are conducted after regular school hours for specific groups of students who are in need of additional academic support.

Assistant Principal (AP) – Whale Branch Middle School has one Assistant Principal.

Beaufort County School District (BCSD) – Whale Branch Middle School is located in this school district.

Computer Assisted Instruction (CAI) – Any computer software program that students are assigned to interact with, under the supervision of a teacher that is designed to support specific subject area content they are to learn or master.

Data Coach- The data coach is a certified staff member who assists in the gathering and retrieval of student assessment information and academic progress for the purpose of sharing and analyzing the information in order to plan instruction

Data Teams – Teams of teachers, school level administrators and coaches who meet on a regular basis to review assessment data and to plan instruction based on the findings.

District Subject Area Curriculum Specialists – The Department of Instructional Services employs a number of specialists in the major subject content areas of ELA, Math, Science; and in Technology integration and Professional

Development.

English Language Arts (ELA) – Middle school classes that focus on reading and writing the English language.

Everyday Math – A hands-on math program that emphasizes, critical thinking, problem solving and an inquiry approach to math instruction developed by the University of Chicago Mathematics Project.

Master Teacher – A certified teacher who has a specialty in a particular discipline and who is an acknowledged "master" in the teaching learning process and instructional delivery. Guides and assists teacher colleagues

Measures of Academic Progress (MAP) - state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time.

My Learning Plan – (MLP) Is an electronic Professional Development Management System that records and archives professional development offerings – state/national/local and records teacher attendance and feedback.

Northwest Evaluation Association (NWEA) - is a national non-profit organization. NWEA provides research-based assessments, professional training, and consulting services to improve teaching and learning. This is the company which provides the online/computerized MAP testing products.

RIT-- RIT stands for *Rasch unit,* a measurement scale developed to simplify the interpretation of test scores. This scale is used to measure student achievement and student growth. The scale is an equal-interval scale, like a yardstick in inches, so that a change of one unit indicates the same change in growth, regardless of the actual numerical values. RIT scores range from about 150 to 300. RIT scores make it possible to follow a student's educational growth from year to year.

STEM – Science Technology Engineering and Math studies. Subject integration and hands on learning is emphasized.

Student Growth Summary Report (SGS) – A report derived from MAP data that displays term-to-term growth statistics summarized at the school level. Growth data is broken out by subject and grade, displayed in both text and graph format.

SLT – School Leadership Team – composed of administrators, coaches, master teachers, teacher leaders at the school level.

SuccessMaker- this computerized program by Pearson Learning provides standards-based lessons that are individualized and appropriate for academic remediation and support for targeted students.

Site-subject area coaches- Whale Branch Middle School has employed ELA, Science/Math, Data Coaches and Technology Integrationist who are on site and who work directly with subject area teachers. They observe in classrooms and provide feedback, assist with curriculum mapping, testing, data retrieval and review and provide staff development and one on one coaching.

Teacher Advancement Program (TAP) -This program, developed by the National Institute for Excellence in Teaching, ensures that teachers are monitored for effective practices and high expectations on an on-going basis. The program components include

professional collaboration, coaching by master teachers, professional development in effective practices and ongoing monitoring and supervision of teacher practice against a defined rubric.

Technology Integrationist- This is a certified staff position. They assist with data retrieval and professional development. They assist staff with proper integration of technology in the classroom.

Structured Vocabulary Program- This program consisting of *Wordly Wise* and *Word In A Word* is used to increase vocabulary development.

Whale Branch Middle School (WBMS) Whale Branch is a middle school, serving students in grades 5 through 8 and is part of the Beaufort County School District.